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Year 13 (SPR) •

Unit 2: Professional Practice in the Music Industry: Learning aim C: Skills for working in the music sector: Communicating & developing negotiation skills; networking developed. Understanding gained of selfemployment, funding sources, clients, quality, the importance of persistence, resilience & learning from experience. Learning aim D: Presenting ideas to others: Preparing ideas & presenting ideas Unit 3: Ensemble Music Performance: Learning aim E: Critical review—learners will reflect on the use of elements & techniques, the effectiveness of the process & the effectiveness of the performance

Year 12 (SUM)

Unit 3: Ensemble Music Performance: Learning aims A - E: Externally assessment completed and submitted by May Unit 1: Practical Music Theory & Harmony: Learning aim A: Examine the signs and symbols used in musical notation: Completing a standard notation article analysing rhythm and pitch in staff notation & how tempo, dynamics & expression, as well as completing an alternative notation article Learning aim B: Explore the application of melodic composition based on musical elements: Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of signs & symbols & melodic devices

Year 12 (AUT) Unit 2: Professional Practice in the Music Industry: Learning aim A: evidence understanding of professional behaviours, as well as project planning & legal requirements. Learning aim B: evidence understanding of various roles in music industry organisations. Financial requirements: Learners will evidence understanding of producing a budget, business finances & how to present findings for

Unit 3: Ensemble Music Performance: Learning aim A: Explore ensemble skills & techniques. Learning aim B: Response & planning: choosing pieces, sourcing & writing parts, trying out parts & arrangements/styles & agreeing on structure & version. Learning aim C: take part in rehearsals (as part of an ensemble & individually) to learn their own parts. Learning aim D: Performance skills as part of an ensemble. Initial response: choosing pieces, sourcing & writing parts, trying out parts & arrangements/ styles & agreeing on

Year 11 (SPR) 🔵 Unit 3: Live Sound: Learning aim A: Plan for a live music event: plan for an event looking at all aspects of organitechnical requirements, including stage planning, legal considerations, inventories & schedules & equipment requirements Learning aim B: Demonstrating understanding of H&S: Students will identify the main hazards associated with the event & will consider measures to protect themselves, others, equipment & property & will record their work in a risk assessment book Unit 5: Introducing Music Performance: Learning aim A: Creating a practice diary in order to enhance music performance skills & &review their own practice. Interpretive skills & stylistic qualities will help to enhance their technique. Identifying

strengths & weaknesses will enhance their practice Component 2 - Music Skills Development: (see content in Y10 Spring information

B Apply development processes for music skills and techniques Component 3 - Responding to a Music Brief: Learners will be given the opportunity to develop and present music in response to a given music brief Assessment objectives: AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief

Learning outcomes: A Demonstrate professional and commercial skills for the music industry

AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief **Year 10** (AUT)

creation of different musical products and investigate the key features of different musical styles. Learning outcomes: A Demonstrate an understanding of styles of music **B** Apply understanding of the use of techniques to create music

Component 1 - Exploring Music Products & Styles: Learners will explore the techniques used in the

Year 9 (SPR)

80s/90s cover versions: Listening & analysis of 1980s/1990s hits. Group performances of 1980s/1990s covers. Performances on keyboard, bass, guitar, voice & students' other instruments; enhancing understanding of staff notation & encouraging development of expressive & interpretative skills. Musicals: Students to engage in musical theatre performances; utilising singing/dancing/acting skills (link to drama curriculum). Students encouraged to perform on stage & as part of the pit band

Year 8 (SUM)

World music - African drumming: Performance task: Students to perform African drumming pieces, utilising common musical features. Composition task: using common African drumming structures and Reggae/world music: Listening & analysis of various world music examples. Performance task:

singing/playing popular reggae pieces, as well as completing presentations about the features of

Year 8 (AUT)

various world music styles.

Piano chords: Performance task: Students to enhance their piano skills, adding in complex parts and playing using two hands. Students to enhance their reading of staff notation and lead sheets.

Year 7 (SPR)

The Orchestra: Focus on identifying instruments of the orchestra by listening & composition task manipulating the elements using orchestral sounds in Soundtrap. Developing understanding of staff notation: note names and values. Folk music: listening & analysis of folk examples & presentations detailing facts about folk.

Performance task: sing/play folk songs using keyboards/vocals/instrumentalists utilise their skills. Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions

Year 6 (SUM) Ukulele / Production

Ukulele magic unti 6 Year 6 end of year full scale production

Learning to finger pick a simple tune on the ukulele

Year 6 (AUT)

<u>Ukulele / Singing Performance</u> Progressing ukuele skills - more complex chords using two or three fingers Ukulele magic unit 4 Christmas performance

Year 5 (SPR) Ukulele Technique

Exploring playing techniques Introducing simple chords using one finger Ukulele magic unit 2

Year 4 (SUM)

Recorder / Performance Recorder performance skills, playing together as a whole class group

Year 4 (AUT) Recorder / Notation / Singing Performance

Exploring easy tunes on recorder Reading staff notation

Christmas performance

Year 3 (SPR)

Developing Recorder Skills

Playing and reading EFD Exploring and playing simple tunes

Year 2 (SUM) 🦫

Beat / Pitch / Performance Play rhythms using body percussion and instruments Sing and play pitch shapes Create a class composition

Year 2 (AUT)

Beat / Exploring Sounds Create, notate or perform vocal sounds Move and play to a steady beat Explore descriptive sounds

Year 1 (SPR) <u>Beat</u>

Beat development Familiarisation with programme music Counting beats

Reception (SUM) Texture / Timbre

Reception (AUT) Beat / Tempo / Loud / Quiet

Chanting, singing, playing to a beat Using body percussion and instruments to create sounds

Nursery (SPR) Singing / Rhythm Exploring songs on the IWB Linking words and rhythms 'Sticky Kids'

Year 13 (SUM)

Unit 3: Ensemble Music Performance: Learning aims A - E: Externally assessment completed and submitted by May

Year 13 (AUT)

Unit 2: Professional Practice in the Music Industry: Learning aim A: Learners will evidence understanding of professional behaviours, as well as project planning & legal requirements. Learning aim B: Learners to evidence understanding of various roles in music industry organisations. Financial requirements: Learners will evidence understanding of producing a budget, business finances & how to present findings for defined audiences

Unit 3: Ensemble Music Performance: Learning aim A: Explore ensemble skills and techniques. Learning aim B: Response and $planning: choosing\ pieces,\ sourcing\ \&\ writing\ parts,\ trying\ out\ parts\ \&\ arrangements/\ styles\ \&\ agreeing\ on\ structure\ and\ version.$ Learning aim C: Learners will take part in rehearsals both as part of an ensemble and individually to learn their own parts. Learning aim D: Performance skills as part of an ensemble. Initial response: choosing pieces, sourcing & writing parts, trying out parts & arrangements/styles & agreeing on structure and version **Year 12** (SPR)

Unit 2: Professional Practice in the Music Industry:

Learning aim C: Skills for working in the music sector: Communicating and developing negotiation skills; networking developed. Understanding gained of self-employment, funding sources, clients, quality, the importance of persistence, resilience and learning from experience. Learning aim D: Presenting ideas to others: Preparing ideas & presenting ideas

Year 11 (SUM)

Unit 3: Live Sound: Learning aim C: Setting up & using live music systems: Students will set up & operate live music equipment safely, applying their knowledge gained from learning aims A & B. Demonstrating understanding through: setting up, sound check, operating safely & de-rigging

Unit 5: Introducing Music Performance: Learning aim B: Using music performance skills within rehearsal & performance. Students will complete 2 review point videos in preparation for a live performance of 2 contrasting pieces. Music rehearsal skills, personal management skills, music skills in rehearsal & performance, & interpretive skills & stylistic qualities should be evidenced

Year 11 (AUT) Unit 1: The Music Industry: Learning aim A: Understanding different organisations that make up the music industry, pros and cons of live performance venues & the different types available, as well as H&S. Production & promotion will also be studied,

alonaside service companies, agencies & unions Learning aim B: Focus on understanding job roles in the music industry, looking at management & promotion, recording, media roles & employment in the industry/entrepreneurs & how to get paid Unit 2: Managing a Music Product: Learning aim C: Reviewing the management of a music product. Students will evaluate the musical product & consider the purpose of planning & preparation processes.

Recording studio preparation & visit: Students will prepare a live performance to be recorded at a professional Recording Studio for inclusion on their themed CD/ music product Year 10 (SPR) Component 1 - Exploring Music Products & Styles: learning outcomes A and B: externally assessed

moderation (see content in Y10 Autumn information) Component 2 - Music Skills Development: Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Learning outcome: A Demonstrate professional & commercial skills for the music industry

Band project 1: covers: Listening & analysis of pop hits. Performance task: students to form bands, working towards cover performances with a focus on enhancing staff notation reading skills & performance complexity, as well as expression & interpretive skills. Band project 2: original songs: Performance task: students to form bands, working towards original

song performances. Students to notate their ideas using tab/staff notation. Ideas can be recorded into Soundtrap

Pop timeline/ the 60s: Timelines created detailing the history of British pop music from 1960s to the present day, including key artists/songs, as well as changes in the music industry. Beatles study, including keyboard/vocals/ bass/ guitar performances (enhancing notation reading) of a Beatles hit. 70s pop/ word painting: listening & analysis of "Bohemian Rhapsody" by Queen, focussing on the inclusion of word painting. Composition task: songwriting including word painting on Soundtrap

Year 8 (SPR)

Year 9 (AUT)

Song-writing: Listening & analysis of song examples. Composition task: composing a pop song using major/minor chords, melodies, rhythms and harmonies with a clear sense of style and structure

Year 7 (SUM)

Programme music:: Listening & analysis of programme music examples, such as "Carnival of the Animals" by Saint Saena. Composition task: composing a piece representative of a certain animalencouraging live performance input

Inspirational musical figure: Presentations delivered surrounding justifications behind students' inspirational musical figures. Performance task: students to deliver solo/ensemble performances of a piece by their chosen artist

Year 7 (AUT)

Baseline assessment: aural skills/ music aptitude test/ performance & theory standard questionnaire Elements of music/ukulele: students enhance their knowledge & understanding of key musical terms (the elements of music) through listening & retrieval practice Ukulele performance task: ukulele performance skills enhanced alongside students' abilities to read tab

Rap: listening & analysis of rap examples. Composition task: using Soundtrap: creating rap lyrics, focussing on rhythm (note values) & structure, using Soundtrap software to create backing tracks Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions

Year 6 (SPR)

Ukulele magic unit 5

Ukulele using T A B

Playing repeated patterns from simple chords in T A B

Year 5 (SUM)

<u> Ukulele / Singing Performance</u> Learning to play together for a performance using simple chords and strumming patterns Ukulele magic unit 3

Year 5 (AUT) <u>Ukulele Introduction / Singing Performance</u>

Comparing ukulele to recorder Learning to tune—using ukulele magic unit 1 Christmas song performance

Year 4 (SPR)

Using visual musical minds to increase repertoire of recorder songs

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Year 3 (SUM) Recorder and Performance Skills

Playing and reading low C and high C D & E Class performance

Year 3 (AUT)

Recorder / Notation / Singing Performance Introduction to the recorder and reading staff notation B A G Christmas performances

Year 2 (SPR)

Pitch / Beat / Exploring Sounds Develop an understanding of pitch

Create rhythmic patterns using body percussion, voices and instruments

Year 1 (SUM) Rhythm / Beat

Using instruments to illustrate stories Counting beats

Year 1 (AUT) Pitch / Body Percussion / Beat

Keep a simple beat Add untuned percussion to make sound effects

Reception (SPR)

High / Low / Structure Using voices and bodies to respond to high/low sounds Using sound makers to accompany a song

Nursery (SUM)

Singing / Movement / Playing Instruments Exploring songs on IWB

Listening and moving to African music Playing instruments to accompany songs

Nursery (AUT)

Singing / Rhythm / Beat Singing nursery and rhyming songs Keeping beat and tapping simple rhythm 'Sticky Kids'